**K-5 Math Lesson Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teacher:** | | | **Grade: 4th** | | | **Date(s)**: |
| **Unit Title:Unit 1-Understand Place Value for Multi-Digit Numbers** | | | | **Corresponding Unit Task:**  **Task Two** | | |
| **Essential Question(s): Can I compare multi-digit numbers using greater than > ,less than < and**  **equal to = symbols correctly?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **14 Placards, string, hole punch, marker, 0-9 numbers(4 copies of each digit), tape** | | **Student: paper and pencil** | | | **Compare,<, >, =, less than, greater than, equal to,**  **Place value, ones, tens, hundreds, thousands, ten thousands, millions** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 4.NBT.2** **Compare two multi-digit numbers**  **based on meanings of the digits in each place, using >, =, and <**  **symbols to record the results of comparisons.** | | | | | |
| **I Can Statement(s): I can look at two numbers and compare them using <, >, =** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?) What does a thousand look like? How do we write one thousand? Imagine a thousand people in a park. A thousand crayons.  A million is a big number. How do we write one million? What would a million books look like? A million fish? A million cars?  A million is not ten times greater than a thousand, that’s ten thousand. A million is not one hundred times greater than a thousand that’s a hundred thousand. A million is one thousand times greater than a thousand. A million has a lot of zeros in it. It’s easy to tell that one million is greater than one thousand. Display 1,000,000 > 1,000 | | | | | |
| **Teacher Directed:** What if the numbers are closer together in value? Ex: How do we compare 83 and 88? How about 652 and 730? How about 1,899 and 1,904? Make sure students understand the concept of place value. Make sure they can take their fingers and go place by place to correctly compare numbers starting with the biggest value. | | | | | |
| **Guided Practice:** Have them say two numbers out loud. Can they tell which is greater without even writing them down? If they can, they are understanding the value of a number in relationship to another number. Next, have 7 kids stand on one side of the room, 7 kids on the other. Have them hang placards labeled millions to ones on their shirts. Have 2 more kids stand at the board. Draw digits and put tape on the back. Have kids put a digit on the placard. So you may have one side with 23,455 and the other has 43,789. Have the kids at the board write the numbers and have the seated kids say whether to use <, >, or = to make a correct comparison. Rearrange digits without drawing again and make a new problem. | | | | | |
| **Independent Practice:** Post problems on the board where two numbers are compared using <, >, =. Have them work them and then explain their reasoning to a partner. Ticket out the door should be several additional problems done on their own and handed in**.** | | | | | |
| **Closing/Summarizing Strategy:** We will always compare numbers during our lifetimes and we need to be able to make correct comparisons in order to make good decisions. Ex: I want to buy a car and have $5000 to spend. The taxes, title, and license plate cost $300. What should I really spend on the purchase price of the car? Let’s talk about this. Always relate what they do to the real world whenever possible. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Can kids given a number write a number that is 20 less, 50 less, a hundred more, a thousand more, etc? Can they write a number correctly in expanded form? | | | Start small with numbers that end in zero. Example, compare 30 and 50. 60 and 70. 230 and 260, etc. then give numbers where all the digits are different except the hundreds place, example 457 compared to 493. Have them explain their reasoning. Use a number line to demonstrate if necessary. | | | Use a balance scale to should 12 is greater than 10. Count out other types of items to compare. Teach them that when they recognize the largest number out of two numbers that the open end of the symbol eats it, like a shark. |
| **Assessment(s): Post unit assessments** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |